DOCUMENT RESUME

ED 391 787 SP 036 453

| | |
|---|---|
| AUTHOR | Scheetz, L. Patrick |
| TITLE | Recruiting Trends, 1995-96. Education Supplement. A Study of 294 Elementary and Secondary School Systems Employing New Teacher Education Graduates. |
| INSTITUTION | Michigan State Univ., East Lansing. Collegiate Employment Research Inst. |
| PUB DATE | 10 Jul 95 |
| NOTE | 22p. |
| AVAILABLE FROM | Career Services & Placement, Michigan State University, 113 Student Services Building, East Lansing, MI 48824-1113 ($15). |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | *Beginning Teachers; Elementary Secondary Education; *Employment Projections; Higher Education; *Labor Market; Minority Group Teachers; National Surveys; Teacher Characteristics; Teacher Education; *Teacher Employment; *Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand |
| IDENTIFIERS | Recruiting Trends Survey |

ABSTRACT

This publication reports on a study of 294 elementary and secondary school systems throughout the United States employing new teacher education graduates. Among the school districts reporting hires for 1994-95 and anticipated hires for 1995-96, job prospects for new education graduates were expected to increase by only 3.2 percent. School districts reported an ample supply of new elementary education graduates for filling available positions, though some school districts reported shortages at the middle and high school levels. Among the hardest positions to fill were: special education, reading, mathematics, science, vocational/technical, foreign language, and music teachers; guidance counselors; speech, physical, and occupational therapists; bilingual teachers; librarians/media specialists; and teachers for the talented and gifted. Retirements among current teaching staff will influence the new teacher job market. Forty-four percent of new professional staff hired by surveyed school districts were beginning teachers with no prior full-time experience. Minority representation was reported as one of the most important criteria for selecting new staff, though minority teachers and administrators were almost impossible to find and hire. Most school districts responding to this survey did not have a minimal acceptable grade point average for new teachers. Among factors other than grades, school district recruiters considered interpersonal skills, attitude, enthusiasm, knowledge of subject matter, prior teaching experience, references, and personality. Southwestern, southeastern, and southcentral regions of the United States offered the most job opportunities for new teaching graduates. The average starting salary for new teachers with bachelor's degrees was $22,689; starting salaries for new teachers with master's degrees averaged $25,502. (ND)

ED 391 787

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. P. Schultz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# Recruiting Trends

1995–96

# Education Supplement

## A Study of 294 Elementary and Secondary School Systems Employing New Teacher Education Graduates

By L. Patrick Schoentz, Ph.D.
Director
Career Services & Placement
Assistant Director

113 Student Services Building, East Lansing, MI 48824-1113

CAREER SERVICES & PLACEMENT
MICHIGAN STATE UNIVERSITY

S1636453



BEST COPY AVAILABLE

# RECRUITING TRENDS 1995-96

**Education Supplement**

A Study of 294 Elementary and Secondary School Systems
Employing New Teacher Education Graduates

By

**L. Patrick Scheetz, Ph.D.**
Director
Collegiate Employment Research Institute
and
Assistant Director
Career Services and Placement

July 10, 1995

MICHIGAN STATE UNIVERSITY
**Vernicka K. Tyson, Director**
**Career Services and Placement**
**113 Student Services Building**
**East Lansing, Michigan 48824-1113**

**A Division of Student Affairs and Services**

# ACKNOWLEDGEMENTS

As the academic year comes to a close each spring for elementary and secondary school systems, the time arrives for one of the most important tasks accomplished by any school administrator—hiring new teachers and other professional staff for the next school year. During this time of too much work and exhaustive schedules, a *Recruiting Trends* survey arrives from Michigan State University. And without fail, school district representatives hospitably respond. For all the help and extra efforts extended by these **school district administrators**, I thank you.

Thanks are also extended to several members of the Career Development and Placement Services staff at Michigan State University who were helpful with this project: **Wen-Ying Liu,** Graduate Research Assistant for the Collegiate Employment Research Institute, who provided computer programming and statistical analyses; **Neal Lao**, Publications Assistant for the Institute, who provided desktop publishing expertise; and **Carmen Scott, Brenda Robinson, Becky Gratz, Karen Kumon. Erica Pratt. Julie Lander, Joy Nakfor**, and **Carla Schultzburg**, who worked diligently at mailings, tracking questionnaires, data entry, and typing of comments.

To those who helped with this project, but were inadvertently overlooked, please accept my apologies. This project could not be accomplished without help from several individuals. Thanks to all who assisted.

L. Patrick Scheetz, Ph. D.
Price: $15



Copyright: June 30, 1995
MICHIGAN STATE UNIVERSITY



**Career Services and Placement**
**Division of Student Affairs and Services**



*MSU is an Affimative Action/Equal Opportunity Institution.*

**RECRUITING TRENDS**
**Education Supplement**
**1995-1996**

# EXECUTIVE *Summary*

- Among surveyed school districts reporting hires for this year (1994-95) and anticipated hires for next year (1995-96), jobs prospects for new education graduates are expected to increase by a shaky 3.2 percent.

- School districts reported an ample supply of new elementary education graduates for filling available positions. However, some school districts reported shortages at the middle and high school levels. Special education personnel continue to be in high demand at elementary, middle and high school levels.

- Special education teachers, guidance counselors, vocational/technical teachers, reading teachers, speech therapists, physical therapists, occupational therapists, bilingual teachers, mathematics teachers, science teachers, foreign language teachers, music teachers, librarians/media specialists and teachers for the talented and gifted were among the hardest positions to fill.

- Retirements among the current teaching staff will be the predominant factor influencing the new teacher job market. Many school districts in select geographical regions such as Ohio are offering early retirement incentives.

- Forty-four percent of new professional staff hired by surveyed school districts were beginning teachers with no prior full-time experience.

- Minority representation was reported as one of the most important criteria for selecting new staff. School districts around the nation are seeking to hire as many minority teaching candidates as they can find. Among surveyed districts in this report, the number of minority teachers hired each year has declined over the last three years.

- Most school districts responding to this survey said they did not have a minimal acceptable grade point average for hiring new teachers. However, among school districts setting minimal grade points, 39.9 percent of them only considered candidates with a grade point average of 3.0 or higher. School districts noted that acceptable grade point averages would vary depending on the school and principal doing the hiring, as well as from assignment to assignment.

- Among factors other than grades, school district recruiters considered interpersonal skills, attitude, enthusiasm, knowledge of subject matter, prior teaching experiences, references and personality.

- Southwestern, southeastern and southcentral regions of the United States offered the most job opportunities for new teaching graduates.

- The average starting salary for new teachers with bachelor's degrees was $22,689. Starting salaries for new teachers with master's degrees averaged $25,502.

**Overview prepared by the Collegiate Employment Research Institute, 6/30/95. A copy of the *Recruiting Trends Education Supplement 1995-96* is available for $15. If you wish to obtain a copy of this report, please write to: L. Patrick Scheetz, Director, Collegiate Employment Research Institute, Michigan State University, 113 Student Services Building, East Lansing, MI 48824-1113, (517) 355-9510, ext. 361.**

# Table of Contents


Job opportunities for the 1995-96 School Year ..... 1
Survey Procedures ..... 1
Shortage Areas for Teachers and Other Professional Staff . 2
School Districts Responding ..... 2
Factors Influencing the Current Job market (1995-96) ..... 3
Beginning teachers Hired ..... 3
Minority teachers and Other Professional Staff Hired ..... 3
Anticipated Trends in Total
Personnel Employed ..... 3
Substitute teachers Each Day ..... 4
Offers of employment Extended and Accepted ..... 4
Months of Heaviest Hiring by School Districts ..... 4
Normal Response Time for Offers of employment ..... 4
Minimum Acceptable Grade point averages ..... 5
Campus visits ..... 5
Influences on the Job market for the Next Three Years ..... 5
Geographical Regions with the Best Available
Job opportunities ..... 5
Background Checks Used When Hiring New Staff ..... 6
Layoffs This Year and Next ..... 7
Starting salaries for Bachelor's and Master's Graduates .... 7
Credit Granted for Prior teaching experience ..... 7
Portfolios Used When Considering New teachers ..... 7
Comparison of New teachers Today
with Former Graduates ..... 8
Issues Considered Most Important to
New Teacher Applicants According to Employers ..... 8
Unique and Unusual Job Assignments in School Work Environment ..... 8
Reasons to Become a Teacher ..... 9
Use of Internet Resources for Identification of New Staff . 10

Computer skills and Expertise Desired
in New Professional Staff ..... 10
Identifying the Best, Brightest,
and Most Talented New Staff ..... 10
Techniques for Recruitment of
New Minority teachers ..... 11
Academic Majors in Highest Demand As Preparation
for Elementary Education Teaching Assignments ..... 11
Mentors or Master Teachers Assigned to New teachers .. 11
Career Services Can Help with Recruiting
and Hiring of Better Teachers ..... 12
Reasons New teachers Fail ..... 12
Credential Files Provided by Colleges and Universities .... 12
Drug, Alcohol, and AIDS Testing—the Latest Statistics ..... 13

Education Supplement

# RECRUITING TRENDS

1995-96

A Study of 294 Elementary and Secondary School Systems
Employing New Teacher Education Graduates

New teachers receiving degrees from colleges and universities throughout the United States this year and seeking professional staff positions with elementary and secondary school districts for Fall 1995 will be challenged by strong competition. Many new graduates will find teaching opportunities, but some new teachers will accept substitute teaching as their best prospect until job openings become available.

Demand remained highest this year for special education teachers, guidance counselors, vocational/technical trades teachers, reading teachers, speech therapists, physical therapists, occupational therapists, bilingual teachers, mathematics teachers, science teachers, foreign language teachers, teachers of the gifted and talented, music teachers, and school librarians/media specialists.

Minority teachers and administrators in most categories were not readily available. Demand among surveyed employers was very high, but job applicants representing minority groups (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islander, or American Indian) were almost impossible to find and hire. When minority applicants were identified, competition from several school districts was furious.

## Job opportunities for the 1995-96 School Year

An ample supply of new teacher education graduates was available for elementary level teaching opportunities, some shortages were reported at the middle school and high school levels, and special education teachers remained in short supply for available opportunities at all levels.

Among surveyed school districts reporting hires for this year (1994-95) and anticipated hires for next year (1995-96), a shaky increase of 3.2% in job prospects for new teacher education graduates was expected. School districts preferred to hire new staff with some prior teaching experience (3-5 years of classroom seasoning).

Teachers and other professional staff employed by surveyed school districts were expected to increase of 2.4% for 1995-96. Data were reported by 277 surveyed school districts. Employed this year (1994-95) by these surveyed districts were 78,640 teachers, administrators, and other professional staff (full-time equivalent). Next year (1995-96), a total of 80,553 teachers, administrators, and other professional staff we expected on the payrolls of these school districts.

## Survey procedures

This Education Supplement to the 24th anniversary edition of the Recruiting Trends survey contains data on actual hires of new teacher education graduates and other professional staff in 1994-95 by a sample of elementary and secondary school systems throughout the United States. Also included are data on anticipated hires by these school systems for the 1995-96 school year.

A total of 2,862 questionnaires were initially mailed first-class to school districts on April 10-

# Shortage areas for Teachers and Other Professional Staff

When hiring new personnel for staff openings during the 1994-95 academic year, the 294 school districts responding to this survey found the following positions most difficult to fill: special education teachers, guidance counselors, vocational arts teachers, reading teachers, speech therapists, physical therapists, occupational therapists, bilingual teachers, mathematics teachers, science teachers, foreign language teachers, teachers of the gifted and talented, music teachers, and school librarians/media specialists.

**In special education,** teachers of the emotionally impaired, teachers of the learning disabled, teachers of the severely emotionally disturbed (at the secondary level), school psychologists (Ed.S. required), adaptive physical education teachers, and speech correctionists (M.S. required) were cited as areas with severe shortages.

**Vocational teachers** in several categories were difficult to find. Listed among the highest in demand were vocational graphic arts teachers, auto mechanics teachers, industrial technology teachers, vocational trades teachers, and home economics (especially family and consumer programs) teachers.

**Foreign language teachers** most difficult to find were Spanish, French, German, Japanese, and Russian. Bilingual teachers with multiple endorsements on their certificates were heavily recruited. Near this category and demanded as well were teachers of English as a Second Language.

**The science teachers** most troublesome to locate were chemistry, physics, and physical science teachers. Mathematics teachers for all levels were hard to discover. Computer technology teachers were also in high demand. Science, mathematics, and computer science teachers were needed for middle school, junior high, and high school level assignments.

**In extra-curricular areas,** coaches qualified to supervise the finer athletic programs were scarce. Especially recruited were teachers willing and competent to coach.

14, 1995. No follow-up reminder notices were mailed because of the tight timeline required for responses. Any responses received by May 15, 1995, were included in this final report.

## School Districts Responding

Responses to this survey were received from 294 elementary and secondary school systems (10.3% of the sample) located throughout the United States. All responses received from this survey were complete enough for statistical analysis purposes.

Of the school districts responding, 184 school districts (62.6%) described their locations as rural, 72 school districts (24.5%) as suburban, and 27 school districts (9.3%) as urban. The remainder of respondents (3.7%) classified their school districts as a mixture of rural, urban, and/or suburban.

School districts with 1 to 99 teachers, administrators, and other professional staff (full-time equivalent) represented 47.6% of the respondents; those with 100 to 499 employees represented 37.1% of the respondents; school districts with 500 to 999 employees represented 7.1% of the respondents, and organizations with 1,000 to 4,999 employees represented 7.1% of the respondents. Elementary and secondary school districts with 5,000 to 9,999 employees represented 0.3% of the respondents.

Geographical regions of the country were quite fairly represented, except for a slightly greater response from 110 school districts in the northcentral region of the United States (37.4%). Representing the southcentral region were 53 school districts (18.0%), the northwestern region with 46 respondents (15.6%), the southwestern region with 34 respondents (11.6%), and the northeastern region with 33 elementary and secondary schools (11.2%). Lower numbers of responses

were received from the southeastern region of the country with 17 school districts represented (5.8%).

Among the 294 school districts responding, 92,828 teachers, administrators, and other professional staff (full-time equivalent) were employed during the 1994-95 school year. Thus an average of 318 professional staff were employed in these districts.

## Factors Influencing the Current Job market (1995-96)

Retirements amongst the current teaching staff will be the most forceful factor influencing the job market for new teachers seeking employment for September 1995. To increase retirements, school districts in selected geographical locations such as Ohio are offering early retirement incentives. However, job prospects will be reduced in Illinois due to the expiration of their early retirement program.

School finances, cost containment programs, and tax limitation legislation will be secondary issues this year, although budgets are restricting hiring for a few school districts throughout the country.

Enrollment trends will also impact the hiring for some school districts. In geographical areas with increased enrollments, additional new teachers will be needed. For other locations, fewer new teachers may be hired because of enrollment losses.

## Beginning teachers Hired

Beginning teachers with no prior full-time teaching experience represented 44.0% of the new professional staff hired by surveyed school districts in 1994-95. Districts reporting new hires totaled 278 of the surveyed organizations. Hired in these school districts were 8,678 new teachers in 1994-95.

## Minority teachers and Other Professional Staff Hired

Minorities (Black/ African-Americans, Hispanic/ Spanish-Americans, Asian/ Pacific Islanders, and American Indians) represented 12.6% of the new teachers and other professional staff hired by surveyed school district during the last academic year (1994-95). Unquestionably, school districts around the nation are seeking as many minorities as they can hire on their teaching and professional staffs, and whenever openings occur, school administrators are anxious to identify and hire all the ethnic/minorities they can find. When naming important selection criteria for new staff, minority representation is an extreme one for most school districts.

School districts responding to this survey last year reported that 18.1% of their new teachers were minorities. Thus, minorities represented a smaller percentage of new hires this year. A year earlier, employers responding to the Recruiting Trends survey indicated that 26.9% of their new hires in 1992-93 were minorities. Perhaps minorities are pursuing careers in other academic areas such as engineering or business. For certain, few minorities are graduating from teacher education institutions around the country. At least the school districts responding to this survey reported fewer new minority teachers hired each year during the last three years.

## Anticipated trends in Total Personnel Employed

An increase of 2.4% in professional staff was expected by 277 surveyed school districts. Employed this year (1994-95) by surveyed districts were 78,640 teachers, administrators, and other professional staff (full-time equivalent). Next year (1995-96), a total of 80,553 teachers, administrators, and other professional staff are expected on the payrolls of these school districts.

Rural school districts expected an increase of 3.1%; urban school districts, 0.9%; suburban districts, 2.5%; and districts with mixtures of rural, urban, and/or suburban, 2.3%.

Size of school district significantly influenced anticipated changes in total professional staff.

Small school districts with 1 to 99 professional employees expected increases of 0.8%; school districts with 100 to 499 employees expected increases of 0.04%; districts with 500 to 999 professional staff anticipated increases of 1.4%; schools with 1,000 to 4,999 staff expected increases of 5.4%; and the larger school districts with 5,000 to 9,999 professional staff expected increases of 3.1%.

Anticipated changes in total employment of teachers, administrators, and other professional staff (full-time equivalent) varied considerably by geographical region of the United States. Expected changes included the following: northeastern, 1.9%; southeastern, 10.3%; northcentral, -0.4%; southcentral, 2.2%; northwestern, 4.4%; and southwestern, 2.1%.

## Substitute teachers Each Day

On an average day during the school year, substitute teachers hired by 273 surveyed school districts totaled 5,380. Consequently, substitute teachers represented approximately 5.8% of the teachers providing instruction for students in surveyed school districts on an average school day last year.

An average of 20 substitute teachers were hired by surveyed districts. Of the respondents, 16 districts hired more than 100 substitute teachers per day, and one school district averaged 300 substitute teachers per day.

## Offers of employment Extended and Accepted

Of the offers of employment extended to new teachers by surveyed school districts last year (1994-95), 91.9 % were accepted. Employment offers extended by urban and suburban school districts were most frequently accepted—99.0% and 96.0%, respectively. Rural school districts had the most difficulty getting new teacher applicants to accept their job offers (89.3%).

Offers of employment were most frequently accepted by medium-sized school districts—those with 500 to 999 employees (97.7%). Offers of employment were less frequently accepted by school districts with fewer than 99 total teachers, administrators, and other professional staff on the payroll of their organizations (93.0%) and organizations with 100 to 499 employees (90.5%).

Acceptance of job offers varied considerably for various geographical regions of the United States. Offers of employment were most frequently accepted by school districts in the southwestern (95.8%), northeastern (94.6%), southcentral (93.6%), northcentral (92.6%), and northwestern (91.3%) regions of the country. Experiencing the lowest acceptance rates were school districts in the southeastern region of the country (77.6%).

## Months of Heaviest Hiring by School Districts

A majority of the new teachers were hired by surveyed school districts during the months of June, July, and August. Next on the list of heavy hiring months for school districts was May. Despite the concentrated hiring by school districts during summer months, a few new teachers and other professional staff are hired during other months of the school year—September, October, November, January, February, March, and April.

## Normal Response Time for Offers of employment

From the date when offers of employment are extended by surveyed school districts, approximately 7 days are allowed for new teachers to respond—either accepting or declining a job offer. More than 40% of the surveyed school districts allowed 7 days. Of the respondents, 24.1% allowed 14 days for teachers to respond.

However, the opening day of school will significantly influence the time allowed for accep-

tance of a job offer before it is withdrawn. If a contract is offered in August, and school starts at the end of August, then a response is expected within a day or so. Otherwise, an offer is extended to another prospective teacher.

## Minimum Acceptable Grade point averages

When hiring new teachers for professional staff positions in surveyed school districts, minimum acceptable grade point averages were set at either 3.0 (39.9%) or 2.5 (34.2%). However, more than half of the respondents did not have an established minimum grade point average. For the purposes of this survey, a 4.0 equaled an A. Willing to accept grade point averages of less than 2.5 were 12.0% of the respondents. Establishing minimum acceptable grade point averages above 3.0 were 3.8% of the responding school districts.

Employers noted that minimum acceptable grade point averages would vary from principal to principal, school to school, and assignment to assignment. Some school district recruiters considered factors other than grades, such as: people skills, attitude, enthusiasm, subject matter knowledge, prior teaching experiences, references, and personality.

## Campus visits

When recruiting new faculty for available staff positions in 1995-96, campus visits by surveyed school district were expected to increase by more than 14.9%. However, this increased campus recruitment activity will be limited to approximately 16.1% of the school districts responding. 67.8% were expecting ***no*** change in campus recruiting visits, and 16.1% expected a decrease in campus visits.

Increased recruiting will be focused on in-state colleges and universities. Of the responding school districts, 83.6% expected ***no*** out-of-state recruitment visits this year.

## Influences on the Job market for the Next Three Years

Several factors will affect the job market for new teachers and other education professionals during the next three years. Most prominent were population swings, staff retirements, the economy, and financial circumstances— already mentioned as factors commanding the current job market.

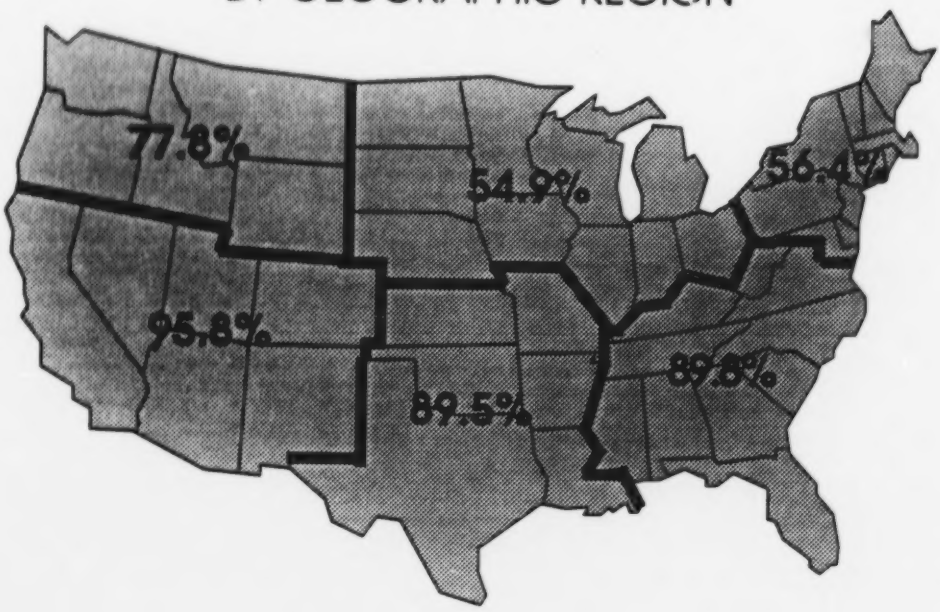
Also mentioned as influences on the job market for new teachers and other education professionals during the next three years were: technology used for teaching, mobility of staff, cost containment efforts, changes in state-mandated programs, bilingual and minority student populations, charter/religious-rights schools, state/national funding, school consolidation efforts, and societal expectations.

## Geographical Regions with the Best Available Job opportunities

Based upon the experiences and predictions of surveyed school district administrators, the geographic regions of the United States with high availability of employment opportunities will be the southwestern region (Nevada, Arizona, Colorado, and California), the southeastern region (Florida, Georgia, Virginia, North Carolina, South Carolina, and Tennessee), and the southcentral region (Texas, Oklahoma, Arkansas, Kansas, Missouri, and Louisiana). Employer representatives were invited to rate each geographical region for extremely high, high, medium, low, or surplus availability of employment opportunities.

For the purposes of this study, the following definitions were used: Surplus: Many more teacher education graduates than positions; Low availability: A few more teacher education graduates than positions; Medium availability: Approximately as many positions as teacher education graduates; High availability: A few more positions than teacher education graduates; and. Extremely high availability: More positions than teacher education graduates.

# EMPLOYMENT OPPORTUNITIES
## BY GEOGRAPHIC REGION




BASED ON PERCENTAGE OF EMPLOYERS RETURNING EXTREMELY HIGH, HIGH OR MEDIUM JOB AVAILABILITY LEVELS.

Percentages of employers reporting extremely high, high, or medium availability for these regions were: southwestern region, 95.8%; southeastern region, 89.8%; and southcentral region, 89.5%.

At best, medium availability of employment opportunities was expected for new teacher education graduates and other education professionals in the northwestern region, northeastern region, and the northcentral region. Percentages of employers reporting extremely high, high, or medium availability for these regions were: northwestern region, 77.8%; northeastern region, 56.4%; and the northcentral region, 54.9%.

## Background Checks Used When Hiring New Staff

Most school districts conduct criminal background checks on new teachers and other professional staff hired by their organizations each year. Of 277 surveyed school districts responding, 66.8% ordered criminal background checks in 1994-95.

According to school district representatives, pre-employment investigations are now required by many states throughout the nation. Mentioned as sources used to obtain this information were the FBI, state police, department of public instruction, Bureau of Criminal Identification and Investigation, local sheriff and police departments. A few states make criminal background checks for local school districts including Wisconsin.

Information required on new hires includes arrest records, convictions for selected crimes (i.e. drug use, drug sale, child abuse, and sex offenses), felony convictions, fingerprint checks, driving infractions, credit ratings, student attendance records, and academic records (i.e. college transcripts, student teaching reports, letters of recommendation, etc.). 13

Some school districts relied on their own state certification processes for these checks. Other districts inquired of prospects during the application process and relied on truthful responses. A few school districts conducted their own criminal background investigations.

Reference checks were presumed to be another adequate source of criminal background information. Included on the list of references checked were former employers, student teaching supervisors, university coordinators for student teaching, college faculty, classroom teachers, and sometimes personal references.

## Layoffs This Year and Next

Among 294 school districts reporting data on layoffs, only 44 school districts (14.9%) reported laying off any teachers and other professional staff this academic year (July 1994 through June 1995) and/or anticipating any layoffs next year (1995-96). Among districts with layoffs, a decrease in layoffs of 27.7% was anticipated for this year.

## Starting salaries for Bachelor's and Master's Graduates

For new bachelor's degree teacher education graduates hired this year (1994-95), the average annual starting salary paid by 232 surveyed school districts was $22,689. For next year (1995-96), the average annual starting salary was expected to be $23,190, an increase of 2.2%.

Rural school districts reported the lowest annual starting salary average for this year (1994-95) of $21,382 and anticipated salaries for 1995-96 of $21,843 (+2.2%). Urban school districts reported an average annual starting salary for this year of $25,617 and an anticipated starting salary average for 1995-96 of $26,150 (+2.1%). Reported for suburban school districts was an average annual starting salary for this year of $25,376 and an anticipated average for 1995-96 of $25,935 (+2.2%).

For master's degree candidates starting teaching careers in 201 surveyed school districts, a starting salary average with no experience this year (1994-95) was $25,202. For next year (1995-96), the starting salary average was expected to be $25,762, an increase of 2.2%.

Rural school districts reported the lowest annual starting salary average for master's degree graduates beginning this year (1994-95) of $23,878 and anticipated salaries for 1995-96 of $24,395 (+2.2%). Urban school districts reported an average annual starting salary for new master's degree candidates this year of $27,464 and an anticipated starting salary average for 1995-96 of $28,038 (+2.1%). Suburban school districts were offering $27,908 in 1994-95 and an anticipated average in 1995-96 of $28,537 (+2.3%) for new master's degree teacher education graduates with no prior teaching experience.

## Credit Granted for Prior teaching experience

When hiring new teachers with previous teaching experience in another school district, surveyed school districts most frequently granted a maximum of 5 or 10 years of experience on their salary schedules. Of the survey respondents, 23.4% granted 5 years for previous experience and 15.3% awarded 10 years for previous experience. No prior experience was granted by 4.5% of the school districts. Of surveyed school districts, 9.5% offered 2 to 4 years of experience, 21.2% awarded 6 to 9 years of experience, and 26.1% gave 11 or more years of experience.

At the discretion of the school district administrators, as much as 25 years of experience was granted by some local school districts. The starting salary step for experienced new teachers in these districts depended on the school district's interest in the candidate.

## Portfolios Used When Considering New teachers

Portfolios are used by many surveyed school

districts when considering new teachers for positions in their districts. Of the respondents, 45.6% used portfolios, and 54.1% did not.

Materials recommended in portfolios used by teacher applicants included resumes, writing samples, teaching demonstration lessons, sample lesson plans, student teaching evaluations, samples of best work, conferences attended, articles authored by applicants, awards, honors, innovative teaching techniques, parental communications, classroom assignments, and photographs.

Letters of recommendation were specifically appealing from former supervising teachers, university coordinators of student teaching, principals from former teaching assignments, and evaluations from other school district administrators. Most noticed were references from past teaching assignments and successful teaching lessons.

## Comparison of New teachers Today with Former Graduates

When comparing new teacher education graduates of today with teacher education graduates of 5 to 10 years ago, most surveyed employers were impressed. Of the respondents, 90.0% rated the current teacher education graduates as excellent, very good, or good. Ratings of fair (9.2%) and poor (0.8%) were given by few school districts.

Today's teacher education graduates received these excellent ratings because they were better prepared in methodologies/teaching/learning processes, getting more and larger student teaching assignments, more aware of new technologies, possess realistic expectations for the classroom, and are more flexible. Graduates today seemed to have a wider range of educational experiences, were more academically oriented, and had a better classroom presence.

Marginal ratings were received by today's teacher education graduates because they are poorly prepared to address the many social problems facing students today, have poor knowledge of school improvement processes, lack commitment to the profession, tend to be 8 a.m. to 4 p.m. people, and lacked outcomes assessment techniques. In addition, new teacher education graduates were not prepared for the disciplining concerns presented by today's students, and they were very self-centered.

## Issues Considered Most Important to New Teacher Applicants According to Employers

When choosing one school district rather than another for employment, teacher education graduates mentioned several issues in interviews that were important to them. While most applicants just wanted a teaching job, there were other factors important to them. Highest of the list of most important topics were starting salary and fringe benefits, classroom teaching environment, and geographical location of assignment.

Supplementary factors included a safe and orderly environment for teaching and work, the quality of students, small class size, good discipline, a fine community reputation, prestige of school district, parental support for schools, housing for self and family, other teaching staff members, diversity of local population and professional staff, local culture, facilities, supplies, available technologies, and job stability.

## Unique and Unusual Job Assignments in School Work Environment

In the work environment of school districts today, there are many unique and unusual job assignments that will influence the preparation needed by new teacher education graduates, according to surveyed school district representatives.

Instructional technology, computer literacy, and fiber optic technologies were mentioned frequently by surveyed employers. Computers, local area networks, CD-ROM applications, and other new teaching aids are multiplying rapidly.

Contrasting this situation, schools are becoming, or are expected to become, agents of social

change. New teachers will need to be much more prepared to deal with students from dysfunctional families, with disciplinary problems, from multi-racial and multi-cultural demands, with bilingual skills, and from non-supportive communities. Parent/student involvement in decisions will be necessary to support these programs. Other examples include weapons control, CPR, and first aid skills as required..

Changing student needs are raging. Experienced regularly by new staff were increased student populations with disabilities, inclusion of special education students in regular classrooms, at-risk behavior training, more services for pre-school children, and prevention of dropouts,

Cooperative learning strategies, objective-oriented instruction and assessment techniques for evaluating students' work, using materials and subject matter in interdisciplinary manners as well as age-integrated teaching, teaming and teamwork assignments, and site-based shared decision-making are common.

New and unusual job assignments of the future will include more staff with backgrounds in human services to work between school counselors and school social workers. Augmenting teaching tasks are coaching and other extra-curricular assignments. New teachers were less likely to be qualified and/or interested in these areas, related school respondents..

## Reasons to Become a Teacher

If you were advising high school seniors or college students on career alternatives, what reasons would you give for becoming a teacher or other educational professional? School districts representatives were willing to list a few incentives.

Life as a teacher is never dull; it is constantly challenging. There is opportunity to grow every day. Teachers can live a lifetime of learning. Teaching is an honorable profession, and for the future, education has to be the #1 priority..

The autonomy encountered by a teacher is rare in the world of work today. Working with students and developing values in young people is

## Preparations Essential for Better Job Prospects

As current college students in teacher education programs prepare themselves to be more marketable, surveyed school districts offered advice. Among their recommendations, demonstrate that you possess a good work ethic, high academic and moral standards, and a willingness and flexibility to grow professionally.

- Gain multiple teaching certifications so you are qualified to teach in more than one field. Repetitively, surveyed school districts mentioned that new teachers need preparations to teach in multiple subject areas.
- Exhibit enthusiasm and be realistic in your expectations.
- Experiences in a variety of teaching assignments were encouraged. Obtain teaching experiences by working with children at summer camps, church organizations, and scouting functions. Substitute teach if necessary. As preparation for the classroom, more training in disciplining techniques was advised. Employers suggested that teachers learn to guide rather than direct or dictate the learning experience.
- Become good spellers, more proficient in writing and speaking, and concentrate on grammar. New teachers with excellent competencies in these skills are essential at all levels—elementary, middle school, and high school. Acquire competence to teach reading. Become affluent in languages other than English. Bilingual teachers are needed, especially bilingual English/Spanish teachers with certifications in others academic areas.
- Be prepared to coach and/or sponsor extra-curricular activities. Be willing to volunteer for activities inside and outside the school.
- Become involved in professional organizations, not union actions. Familiarity with peers in other schools and districts is beneficial for new teachers.
- A background in technology and an awareness and understanding of current thinking in automated technology trends are useful.

exciting. A teacher is given the chance to impress youngsters and perhaps guide them towards outstanding futures. The potential for job satisfaction is immense. Teachers can know that they are making an investment in America's future. The joy a teacher sees when students learn and achieve is considerable.

As a teacher, there is a unique opportunity to make a major difference in the lives of hundreds of people.

Job security is an advantage, although it is not helpful from the standpoint of a quality program. According to school administrators, teachers have excellent job security, the promise of long-term employment, very good benefits, and decent wages. The salary received by a teacher compared to the days and hours worked is impressive. Also attained are excellent working conditions.

There is potential for quality family time. Teachers have scheduled vacation times and summers without work, if they want them.

A love of children is necessary, however, for success as a teacher.

## Use of Internet Resources for Identification of New Staff

Use of Internet resources for identification of new teachers and other professional staff for job openings is appropriately beginning among surveyed school districts. Of 277 school districts responding to this question, 8.3% have begun to use Internet resources for this purpose. Most of the school districts have not used these resources (91.3%), but many hope to utilize this resource in the future.

Of the school districts utilizing Internet resources for recruitment of new personnel, 2.4% were successful in their attempts. A total of 65 new teachers and other education professionals (0.7%) were identified by using Internet resources.

## Computer skills and Expertise Desired in New Professional Staff

Because teachers are expected to use computers for both personal productivity as well as an instructional tool, new hires are expected to possess a working knowledge. Increased use of computers and other automated technologies in classrooms are making it imperative that new teachers and other professional staff hired by surveyed school districts hold these competencies. Minimally preferred was basic literacy and knowledge of computer usage.

Absolutely helpful was a keyboarding skill. Knowledge of word processing, computer laboratories, educational software, spreadsheets, database software, and wide area network knowledge was useful.

The more computer literate new graduates are, the better, according to surveyed school districts. Teachers should be as familiar with computers today as they were with pencils 30 years ago.

## Identifying the Best, Brightest, and Most Talented New Staff

To identify the best, brightest, most talented, and/or gifted new teacher education graduates, surveyed school districts used several strategies. Among the most successful were personal visits with college faculty, reviews of grade transcripts, evaluations of references, talks with student teaching supervisors, preliminary telephone interviews, and calls to colleges and/or other employers. Other alternatives included reviews of academic awards received, collection of NTE scores, and assessment of GRE records.

Unique interviewing processes were helpful too. Some school districts utilized group interviews including principals, department heads, teachers, curriculum directors, and the superintendent. A few invited the top candidates back for demonstration lessons with local district students.

For maximum distribution of vacancy information, certain districts announced openings at more than 100 college placement offices around the country. Wide advertisement was advised. Something else that was invaluable was attendance and interviewing at teacher career fairs. The deciding factors seemed to be personality, charac-

## Academic Majors in Highest Demand As Preparation for Elementary Education Teaching Assignments

When college students are completing bachelor's degrees prior to admission into five-year teacher certification programs for elementary education, they have several choices of academic majors (20-24 semester credits). According to surveyed school districts from locations nationwide, the academic preparations rated highest for anticipated openings in school districts are the following:

**Very Good Majors:**
- Mathematics
- Computer Science
- English
- Biological Science
- Physics
- Chemistry

**Good Majors:**
- Spanish
- Earth Science
- Bilingual Education (Spanish)
- Music
- Environmental Science
- Communication
- Geography
- Telecommunication
- Health Education
- History
- Art
- Economics
- Political Science
- Visual Arts
- Journalism
- Consumer Education

**Fair Majors:**
- Psychology
- Video Production
- Theater
- French
- Sociology
- Family Ecology
- German
- Business Administration
- Marketing
- Agriscience
- Latin
- Russian
- Anthropology
- Italian
- Chinese
- Religious Studies

*In each category, academic majors were rated from the highest demanded (most preferred) to the lowest demanded (least desirable).

ter, and involvement. This information was frequently contained in personal portfolios shared by teacher applicants.

## Techniques for Recruitment of New Minority teachers

Because minority candidates were extremely difficult to find, surveyed school districts used extraordinary methods to identify minority teacher applicants and other professional staff.

Among the techniques used were the following: interviewing all applicants that contacted the district, word of mouth, recruiting at minority institutions, participation at teacher recruitment fairs, vacancy listings forwarded to minority colleges, wide circulation of openings, advertisements in publications that target minority populations, and campus interviews at universities with high minority enrollments. Other opportunities were networking with minority employees, visits with minority faculty, and additional publicity with high minority populations.

## Mentors or Master Teachers Assigned to New teachers

New teachers employed by school districts were each assigned a mentor or master teacher, according to several surveyed school districts (69.1%). The duties and responsibilities of these mentors or master teachers when working with new

personnel were:

To welcome, meet regularly, orient, guide, answer questions, and provide information regarding the school district and its culture.

To provide a support network, observe teaching, review progress, check lesson plans, and foster development professionally.

To counsel and provide subject matter expertise; offer advice; work closely with, listen to, be a buddy for, and generally assist.

To introduce the new teacher to school procedures, grading, attendance, testing, discipline policies, and available resources.

To aid new staff by assisting with preparation of teaching materials, brainstorming, conferencing, and become assimilated into the school district.

To make certain the new teacher succeeds.

A few districts determined that their principals could provide sufficient orientation, so new staff did not need a helping hand, listening ear, or shoulder for support.

## Career Services Can Help with Recruiting and Hiring of Better Teachers

To help school districts recruit and hire better teachers, career services at colleges and universities can offer additional assistance. Amidst the support advocated by surveyed school districts were:

Inform new graduates and alumni about job openings received from school districts. List vacancies among graduating students and alumni candidates. Notify school districts about procedures for listing jobs with career services offices.

Let students and alumni know about the smaller school districts;

Advise more teacher prospects to consider the fields of mathematics, sciences, special education, and foreign languages. Encourage broader certifications, so new teachers are qualified to teach in at least two academic areas;

A better screening of candidates is needed. Be realistic about candidates' strengths and weaknesses and only recommend those who are capable of becoming good teachers. Do not recommend persons who may not become good teachers.

However, surveyed school districts reported that college and university career services were doing a fine job. These school administrators simply wanted career services to do more.

## Reasons New teachers Fail

Failure of new teachers as employees in school districts can normally be attributed to three major factors: lack of classroom control, poor interpersonal and communication skills, and lack of academic preparation. Other ingredients cited by school districts were lack of flexibility, common sense, multiple teaching strategies, failure to gain parental support, poor decision-making skills, an inability to relate well to others, poor work habits including attendance, failure to work with supervisors, and dishonesty.

A few new teachers found that teaching was not rewarding enough and/or that the salary of a teacher was too low, because they could make higher salaries in other occupations. Some lacked enthusiasm, desire, and commitment. Others had personal problems, disliked work, or were immature.

## Credential Files Provided by Colleges and Universities

Most school districts (77.9%) require that new teachers and other professional staff provide copies of their credential files directly from their colleges and/or universities when applying for job openings, according to 272 surveyed school districts responding. If teachers applicants provided copies of their own credential files rather than having them sent directly from their college placement office, they would be given equal consideration for job openings by a majority of surveyed school districts (57.3%).

According to many of the school districts responding, the credential transmittal service provided by colleges and universities is really needed.

Without this service, the task of checking references would be extremely more difficult, laborious, and time consuming.

If colleges and universities eliminated credential files, then school personnel administrators would be required to conduct reference checks and confirm prior experiences for teacher applicants and other professional staff using other methods. Among those cited by school districts were:

Requiring references from the job applicants. More school districts would require lists of references and recommendation forms would be requested directly from former supervisors and student teaching references. University staff would have to complete many more reference forms.

Contacting references directly by letter, fax, or telephone. At the present, checks of references are not really thorough. More time would be spent checking applicants in their home towns and visiting with those involved with student teaching. Many more telephone conversations would be necessary before new teachers were hired.

Using teacher placement agencies who would agree to collect references and forward them to school districts. When available, copies of letters of recommendation would most certainly be requested from college placement credentials.

Some school districts reported that they would not be able to carefully check if this service was discontinued. They would inevitably rely more heavily upon information provided by candidates. Certain school districts would hire teachers from colleges that provided credential files. A few school districts would rely more strongly on referrals from current employees.

## Drug, Alcohol, and AIDS Testing—the Latest Statistics

Drug testing of new teacher education graduates hired by surveyed school districts was only required by 8.8% of the responding organizations. Responses to this question were received from 263 surveyed school districts. Employers noted that drug testing was only required after an offer of employment had been extended. A year earlier, in 1993-94, 7.1% of the school districts required drug testing. Included in these percentages were school districts who "sometimes," "almost always," or "always" screened for drugs.

Testing for alcohol levels among new hires in 1994-95 was required by 6.6% of the surveyed school districts. This compared to 5.1% of the surveyed school districts requiring testing for alcohol levels a year earlier in 1993-94.

AIDS testing of new teacher education graduates was required in 1994-95 by 3.4% of the school districts responding this year. A year earlier (1993-94), 1.0% of the school districts required AIDS testing.

A few states are now requiring post-hiring physical exams. Testing for drugs, alcohol, and AIDS is likely to become an issue in the future as a component of state and potentially federal requirements for certification. Almost certainly, child abuse information on candidates will be required.

# Index


**A**

Academic majors in highest demand 11
Anticipated trends 3

**B**

background checks 6
beginning teachers 3

**C**

campus visits 5
career services 12
comparison of graduates 8
competition 1
computer skills 10
credential files 12
credit granted for prior experience 7
current job market 3

**D**

demand 1, 11
demand 2, 9, 11
drug, alcohol, and AIDS testing 13

**E**

elementary 1, 2, 9, 11
enrollment trends 3
extra-curricular 2, 9

**F**

foreign language 1, 2, 12

**G**

geographical regions 5
grade point averages 5

**I**

identifying the best 10
Internet resources 10
issues considered most important 8

**J**

job market 3, 5
job opportunities 1, 5

**L**

layoffs 7

**M**

mentors or master teachers 11
minority teachers 3
minority teachers 1, 3, 11
months of heaviest hiring 4

**N**

new teachers 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13

**O**

offers of employment 4

**P**

portfolios 8, 11
preparations 9
prior teaching experience 1, 5, 7

**R**

reasons new teachers fail 12
reasons to become a teacher 9
recruitment techniques 11
response time 4
retirement 3, 5

**S**

school districts responding 2
school finances 3
Science 2, 11
science 1, 2, 11, 12
shortage areas 2
special education 1, 2, 9, 12
starting salaries 7
substitute teachers 4
survey procedures 1

**U**

unique and unusual job assignments 8

**V**

vocational arts 1, 2,

Career Development and Placement Services
Collegiate Employment Research Institute
113 Student Services Building
Michigan State University
East Lansing, MI 48824

Attention: Career Counselor

Non-Profit Org.
U.S. Postage
PAID
E. Lansing, MI
Permit No. 21

Have names or addresses changed? Please send any corrections, with a copy of this label, to the address listed above.

00000 01
MARILYN SCUTT SHORR
ASST DIR
ERIC
ONE DUPONT CIRCLE
SUITE 630 WASH DC 20036